Impacts of Speech and Language Pathologists on Inclusion

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Speech-language pathologists (SLPs) play an essential role in enhancing perceptions of inclusion in educational settings that have children with intellectual disabilities. This literature review explores SLPs' perceptions of inclusivity to enable students who rely on augmentative and alternative learning communication to attain progress (McDonnell et al., 2006). The review uncovers relevant learning issues affecting performance by SLPs in various learning environments and how they aid the development of students with special needs.

SLPs' perceptions impact the overall quality of education present in learning environments. Eagly and Chaiken (2007) examined the definitions of different attitudes and their impacts on inclusivity from a psychological viewpoint. In pursuit of this objective, it was established that people's attitudes relate to environmental biases, which affect their judgments and their general feelings towards specific objects and issues. Essentially, some SLPs are more inclined to evaluate their learners' mental or physical alertness, which influences their overall relationships with students. Consequently, they should distinguish between attitudes and expression by being more consistent in their evaluations to make substantial judgments that are beneficial to special needs students. Alternatively, Karvonen et al., (2006) claim that higher levels of accountability ensure all assessments reflect the actual progress teachers attain in their interactions with learners in different environments. Primarily, instructors must investigate variables affecting student performance and use the data they obtain to make better decisions that aid learners' educational development.

The perceptions that SLPs have are likely to affect their interactions with students who rely on AAC in learning. Tegler et al. (2019) assessed fifteen SLPs who used high-tech speech-generating devices in Sweden to determine how the educators interacted with students

with cerebral palsy and other mental disabilities. They found that about 50% of the educators did not provide adequate training to the children due to limited time and lack of partnerships with their students. Since they could not train the children to be communication partners, they faced difficulties in making their learners more comfortable with diverse educational content. The study primarily illustrated how instructional approaches that rely too much on technology might not satisfy learners' needs in instances where SLPs are not effective communicators.

Children with special needs from diverse backgrounds need more language-based initiatives to achieve better learning outcomes. Damico and Damico (1993) present the argument that students who first experience standardized American English in classrooms require more encouragement from teachers to socialize easily with their peers. Fundamentally, SLPs should increase their knowledge about cultural contexts and how they affect their general teaching practices in a particular learning environment to achieve better results. Jessup et al. (2008) delve into SLPs' accuracy in detecting speech and language impairments in learners affects their ability to achieve positive outcomes in classrooms. The use of the Kindergarten Development Check has been established to be ineffective in identifying speech and language-related challenges. The results obtained show that socialization between students from different backgrounds encourages students to share information beneficial to their academic growth in the classroom. In light of this, instructors must use high-quality communication descriptors that help them predict social and personal behavior in students with special needs to help them reach their potential. Interaction with students fosters a conducive environment that enables teachers to better understand and resolve learners' learning challenges.

The caseloads that SLPs handle affect their ability to deliver on specific goals that school administrators set in a learning institution. Collaboration between educators and language

pathologists is vital to enhance learning outcomes because the latter allow professionals to deal with existing resource inadequacies in schools (Glover et al., 2015). Moreover, organizational transformations in educational institutions will make it easier for children with special learning requirements to get more support and improve their overall performance in the long term. A study by Katz et al. (2010) found that about 60% of SLPs cannot handle their school caseloads, thereby impacting their performance negatively. The research also revealed that caseload sizes, work experience, and collaborations between SLPs affect their overall job satisfaction rates in various learning environments. By addressing existing resource and skills inadequacies, educational policymakers should create conditions that aid special needs children in different educational settings.

With this reality in mind, continuous training is essential to enhancing SLPs' competence because it improves their ability to use various technologies to satisfy learners' needs. Leveraging technology to disseminate information to students should be supported by continuous training to enable educators to use the tools appropriately.

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